

GCSE

WJEC GCSE

Digital Media and Film

Approved by Qualifications Wales

Guidance for Teaching: Unit 3

Teaching from 2026

For award from 2028



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Introduction

WJEC GCSE Digital Media and Film has been approved by Qualifications Wales and is available to all centres in Wales. It will be awarded for the first time in Summer 2028, using grades A* to G.

Aims of the Guidance for Teaching

The principal aim of the Guidance for Teaching is to support teachers in the delivery of WJEC GCSE Digital Media and Film and to offer guidance on the requirements of the qualification and the assessment process. The Guidance for Teaching is not intended as a comprehensive reference, but as support for teachers to develop stimulating and exciting courses tailored to the needs and skills of their learners. The guide offers possible classroom activities and links to useful resources (including our own, freely available digital materials and some from external sources) to provide ideas for immersive and engaging lessons.

Additional ways that WJEC can offer support:

- sample assessment materials and mark schemes
- professional learning events
- examiners' reports on each unit
- direct access to the subject officer
- free online resources
- Exam Results Analysis
- Assessment feedback package.

Qualification Structure

WJEC GCSE Digital Media and Film consists of three units. The qualification is linear and does not contain tiering. Unit 2 and Unit 3 could be completed any time during the two years and submitted to WJEC in the final year of the course. However, centres should ensure that assessment of both Unit 2 and Unit 3 is completed only when learners have undertaken the necessary teaching and learning and developed the required skills and knowledge. Unit 1 must be assessed in the final year of the course.

	Unit title	Type of Assessment	Weighting
Unit 1	Exploring key concepts and issues	On-screen examination	30%
Unit 2	Distribution and exhibition strategies of digital media and film industries in Wales	Non-examination assessment	30%
Unit 3	Creating digital media and film content	Non-examination assessment	40%

Assessment

Summary of Assessment

Unit 3: Creating digital media and film content
Non-examination assessment
40% of qualification

96 marks

Summary of assessment

The assessment will require learners to respond to a stimulus set by WJEC. The assessment will be assessed by the centre and moderated by WJEC. The stimulus will be available on the WJEC Portal during the September of the first year of study. The stimulus will be changed every three years.

Learners will choose one brief from a choice of three. The briefs will always be for a marketing campaign for a new:

- film
- video game
- series for a streaming site.

Overview of Unit 3

Creating digital media and film content

(40% of the qualification)

The purpose of this unit is to:

- develop creative practical skills through production work
- reflect on own production work
- develop personal skills of decision-making and confidence.

This unit will focus on:

- **exploring** – learners will have the opportunity to explore how digital media and film products are created. Learners will draw upon their knowledge of existing products in a range of forms and genres to create and develop their own digital media or film products.
- **reflecting** – learners will have the opportunity to respond to a brief set by WJEC and reflect on their own work through a reflective log.
- **creating** – learners will have the opportunity to create digital media and film products in response to a set brief.

In this unit, learners will develop knowledge, skills and understanding in:

3.1	Creating digital media and film content
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Unit 3 Assessment objectives and weightings

AO1	Demonstrate knowledge and understanding of digital media and film processes and products.	-
AO2	Develop and apply creative techniques and production skills in a range of different contexts/media forms.	15%
AO3	Reflect on, analyse and evaluate own work and the work of others.	5%
AO4	Create and develop ideas to communicate meaning in digital media and/or film outcomes.	20%

Unit 3 Teacher Guidance

3.1 Creating digital media and film content	
Content Amplification	Teacher Guidance
<p>3.1.1 Creating and developing ideas to communicate meaning</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> develop ideas that communicate meaning to a specified audience based on a brief set by WJEC for one of the following: <ul style="list-style-type: none"> a new film a new video game a new series for a streaming site plan ideas in a range of pre-production documents; (for example: storyboards, scripts, hand drawn or digital mock-ups) which will inform the final production pieces.
	<p>The non-examination assessment for Unit 3 consists of a stimulus where learners must create two products of a promotional campaign. Assessment may be undertaken at any time during the qualification. However, centres should ensure that assessment is completed only when candidates have undertaken the necessary teaching and learning, and developed the required skills and knowledge.</p> <p>Information for teachers can be found in the Non-Examination Assessment Pack on the WJEC Portal. The pack includes information about how to manage the assessment including conditions, controls, resource, mark schemes and declaration forms. Teachers must provide each candidate with a copy of the complete candidate assessment pack. Teachers may provide guidance and support to ensure that learners have a clear understanding of the requirements, including the stimuli and assessment grid. However, once the creative and developing work is underway, feedback must be limited to general advice on what needs to be improved for one draft only. Teachers must not provide specific guidance on how to achieve these improvements.</p> <p>The focus of unit 3 is a marketing campaign for a new product. Learners will choose one brief from a choice of three that stipulate the genre, medium (audio visual, print, online) and the intended audience. Centres may wish to offer more than one brief to learners. This will depend on factors such as equipment and resources, as well as teachers' areas of expertise. Learners must produce one audio-visual/audio element and one digital/online element. The elements are provided in two separate lists to make it clear to learners exactly what they should produce. The media products (film, video game and series) will not change; however, the target audience and genre will change every three years. Teachers should spend some time discussing the different briefs with learners to help them understand the requirements and make informed decisions.</p>

	<p>There are no time restrictions on the amount of time learners spend on Unit 3. Centres should consider internal timetables and scheduling of lessons and create their own deadlines to ensure the completion of this unit.</p> <p>Suggested approaches to teaching: If completing this production work after learners have completed Unit 2, they will be familiar with elements of distribution and marketing. It can be helpful for teachers to spend some time exploring how different products are marketed and the benefits of certain strategies such as social media campaigns, Electronic Press Kits etc.</p> <p>It is not a requirement for learners to submit research and planning as part of their assessment; however, they should be encouraged to engage with these pre-production processes to help shape, organise and refine their ideas. Teachers should dedicate some teaching and learning time to the development of ideas. This could include idea generation sessions where learners engage in proposals and pitches for new products.</p> <p>Learners should be familiar with the concepts of genre and target audience from their study of products in Unit 1. It is recommended that teachers revisit and recap key ideas and guide learners to consider what these conventions look like in marketing campaigns. Unlike Unit 2, there is no requirement for products to have a Welsh focus. Learners should spend some time considering the genre of their product and how they will create meaning for the target audience specified in the brief.</p> <p>Suggested approaches to creating and developing ideas to communicate meaning:</p> <ul style="list-style-type: none">• Construct a profile of the target audience specified in the brief.• It is beneficial for learners to conduct research into similar products that they are planning to produce. For example, exploring a marketing campaign for a TV series such as <i>Stranger Things</i> Season 5 can help learners understand what is expected of a marketing campaign and help them generate ideas. Teachers should encourage learners to document findings and conclusions from their research in their reflective log.• Mind map initial ideas and engage with refinement processes.• Conduct research into the genres outlined in the brief. Make notes on typical codes
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		<p>and conventions.</p> <ul style="list-style-type: none"> Encourage learners to experiment with creative planning such as sketches, digital mock ups, storyboarding etc.
<p>3.1.2 Developing and applying creative skills through digital media and film products</p>	<p>Learners should be able to develop their ideas into a final:</p> <ul style="list-style-type: none"> audio-visual/audio product: <ul style="list-style-type: none"> social media campaign extract from a key scene extract from a Twitch or YouTuber influencer radio/podcast audio advert digital/online product: <ul style="list-style-type: none"> digital poster digital electronic press kit (EPK) functioning website extract from a screenplay script from a cutscene. <p>Learners should be able to:</p> <ul style="list-style-type: none"> demonstrate their knowledge and understanding of digital media and film products through their own production by: <ul style="list-style-type: none"> applying typical conventions of the form applying typical conventions of the genre communicating meaning for audiences through media and film language 	<p>Learners are required to create an individual production based on one of the WJEC set briefs. Learners should be encouraged to use the work they have undertaken in the development stages to inform their production. Learners should be encouraged to pay close attention to the wording of the brief to ensure that their production meets the requirements. In all production briefs, learners must use original footage in the majority of their productions. Any elements of found footage e.g. background images, music and sound-effects must be acknowledged on the candidate declaration form and must be copyright-free. If learners use any elements of AI for post production effects, they must keep a copy of the question(s) and content produced for reference and authentication purposes in a non-editable format e.g. screenshot.</p> <p>In all productions learners should consider codes and conventions of genre and form, representations of identity and place and narrative devices. Learners should apply the codes and conventions of their audio-visual product and consider how they are communicating meaning to their target audience. For example, informal mode of address or pop-ups in video game promotional videos</p> <p>Learners are also required to demonstrate technical and creative skills. Learners are not permitted to use pre-populated templates in their production. Further guidance on assessing creative techniques and editing skills can be found in the assessment pack.</p> <p>Guidance for audio-visual elements: <i>Social media campaign:</i> learners should be encouraged to think about choice of platforms, types of audio-visual content (e.g. reels, memes, influencer vlogs) and non-fiction narrative devices (e.g. voiceover, montage etc). The two elements should feel part of the same campaign so learners should be encouraged to think about brand identity and consistency across products. Learners should be encouraged to think about the purpose and impact of their social media posts.</p> <p><i>Key scene:</i> although the production outcome is audio-visual, it is useful for learners to undertake scriptwriting and storyboarding to help direct their actors and consider</p>

	<ul style="list-style-type: none"> • constructing representations of identity and place within the production • embedding narrative devices within their production • demonstrate their technical and creative skills in post-production by: <ul style="list-style-type: none"> • editing the digital media or film production using editing software. 	<p>technical choices such as camera angles and shot types. Learners will need to think carefully about what constitutes a key scene in their film. It is advisable for learners to produce an extract from the opening or ending of their film or a scene that plays an important role in the narrative. For example, the climax of the narrative, a scene of strong character development or an emotional/memorable scene. The extract is permitted to be one-minute long so learners will need to be selective with their content.</p> <p><i>Twitch/YouTube extract:</i> this option is specific to the gaming brief. Learners who select this option will need to think about the types of influencer content that might appear on these sites (e.g. livestreaming, product reviews, vlogs etc). Audience engagement and interaction is an important feature of influencer content so learners should be encouraged to think about how they can create this in their own production.</p> <p><i>Radio/podcast advert:</i> although the production outcome is audio, learners should undertake some scriptwriting to plan their advert. They will need to consider persuasive language choices and the use of music and sound. Learners may wish to experiment with tone of voice and expression to help deliver their message to the target audience.</p> <p>Guidance for digital/online elements: <i>Digital poster and Electronic Press Kit:</i> For this option, learners need to consider the different elements of a digital poster (e.g. typography, colour, layout and design). Learners should explore examples of EPKs to understand their purpose and design. Specific consideration should be given to the audience of EPKs; they are typically designed to promote products to industry and media professionals who can then promote the media product. The two elements chosen for the EPK should include two of the following: publicity stills, a short synopsis, short bios for key talent (e.g. filmmakers/actors), and quotes from reviews. All elements created for this option should showcase visual cohesion and a sense of brand identity.</p> <p>Example EPKs: Disney press kits, Impress video game press kits, Channel 4 press packs</p> <p><i>Website:</i> For website design, learners are not required to create websites using computer coding skills and may use some of the software below to build and design two functioning webpages. Learners should consider how the website will support the promotion of the media product and audience experience and engagement. Example</p>
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	<p>pages could include a homepage, an 'about' page, a cast and crew page, a news/updates page, a merchandise/shop page.</p> <p><i>Screenplay/Cutscene:</i> Learners choosing these options will need to consider the codes and conventions of these written products. Examples of screenplay and cutscene scripts should be studied to ensure that learners use the correct formatting including scene headings, character descriptions and transitions. It is important that learners understand that they are creating a script for a key scene or cutscene and not producing the scene itself. Learners who have opted for the video game cutscene should be encouraged to include camera movement and angles in their script as well as any interactive features such as on-screen prompts.</p> <p>Useful resources and suggested software tools: Due to developments in technology and mobile apps, most filming and sound production can be captured easily using mobile phones. There are also a wide range of freely available editing and post-production apps that can be accessible for learners. Below are some software suggestions that centres could use to support with the production in Unit 3:</p> <ul style="list-style-type: none">● Adobe Creative Cloud is available to all maintained schools in Wales through Hwb at a discounted price● Canva – free online graphic design tool● Capcut – free video editing software● Splice – video editing app available on phones● iMovie – free video editing app available on Apple devices.
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<p>3.1.3 Reflecting on their own work</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> ● reflect on, analyse and evaluate their own work throughout the production process ● critically evaluate the effectiveness and impact of their creative choices linked to: <ul style="list-style-type: none"> ● their creative choices and refinements during the pre-production, production and post-production processes ● how their products meet the conventions of the form and genre, including how they have drawn upon their knowledge and understanding of other digital media and/or film products ● how their products will appeal to the target audience. 	<p>The reflective log is designed to be completed as an ongoing, reflective piece of work. Ideally, learners should begin working on this in the planning and pre-production stages. Learners can choose to submit the reflective log in any suitable format (suggestions are provided in the assessment pack along with guidance on content and word/time restrictions).</p> <p>Teachers should encourage learners to complete the reflective log/diary throughout the different stages of their production and prompt learners to thinking about the creative decisions they have made.</p> <p>Learners should be encouraged to consider:</p> <ul style="list-style-type: none"> ● their creative choices and refinements during the pre-production, production and post-production process ● how their products meet the conventions of the form and genre, including how they drew upon knowledge and understanding of other digital media and/or film products ● how their products will appeal to the target audience.
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Learning Experiences

Learners should be encouraged to consider the following learning experiences and skills to further develop their understanding, appreciation and awareness of the subject content. Information in the table below provides opportunities for teachers to integrate the learning experiences into delivery.

Learning Experience	Exemplification of Learning Experience
<p>Opportunities to undertake professional film and digital media experiences, such as studio visits, visiting professionals, or masterclasses – either in person or on-screen.</p>	<p>3.1.1 – Centres can organise practical workshops that focus on technical and creative skills e.g. a photography workshop that allows opportunities for learners to experiment with camera shots and angles. Learners could also engage in marketing masterclasses to understand the fundamentals of a promotional campaign.</p> <p>3.1.2 – Learners have the opportunity to engage in practical production work that mirrors industry-standards. Learners may choose to use cameras, tripods, microphones to help bring their production to life.</p>
<p>Confidence in giving and receiving feedback, promoting independent thinking, originality and creative resilience.</p>	<p>3.1.1 – The pre-production process promotes independent and original thinking. Learners are required to come up with new media concepts and ideas. When planning their work, learners will need to demonstrate creative resilience and can receive feedback from their peers.</p> <p>3.1.2 – There is a high level of creativity involved in the production of digital media and film products in Unit 3. Learners will need to develop their ideas ensuring that their ideas are fit for purpose and audience. Learners are permitted to receive general feedback from teachers and are encouraged to use this to improve their work.</p> <p>3.1.3 – In the reflective log, learners will provide an insight into their creative thought process and decision making. Engaging in this task encourages learners to think critically about their work and reflect on their creative choices.</p>
<p>Opportunities to investigate, take risks and overcome creative challenges.</p>	<p>3.1.1, 3.1.2 & 3.1.3 – This whole unit is designed to encourage creative experimentation and challenge. Throughout the production process learners will need to investigate existing products, take risks with their own strategies and outcomes and overcome creative challenges through the realisation of their products.</p>
<p>Experience some form of collaborative work.</p>	<p>3.1.1 – In the early pre-production stages, learners may engage with some peer feedback and collaborative work. This could involve feedback on initial idea generation and collaborative research into general media marketing campaigns.</p>

Opportunities for embedding elements of the Curriculum for Wales

Curriculum for Wales Strands			
Cross-cutting Themes			
Local, National & International Contexts	<p>There are many opportunities to include Local, National and International Contexts in GCSE Digital Media and Film. These opportunities are important to learners because the exploration and creation of digital media and film products provide learners with alternative perspectives on their own communities and the wider world. Exploring the media landscape of Wales encourages learners to explore diverse representations of Wales and to consider their own identity and ‘cynefin’.</p> <p>Below are some examples of how Local, National & International Contexts can be embedded into teaching and learning:</p>		
	Specification Reference	Amplification	Example
	3.1.1	Develop ideas that communicate meaning to a specified audience based on a brief set by WJEC.	<ul style="list-style-type: none"> In Unit 3 learners will be inspired by the diverse range of texts in Unit 1 which will help them develop their own productions in a variety of contexts.
3.1.2	Demonstrate their knowledge and understanding of digital media and film products through their own production.	<ul style="list-style-type: none"> Learners will need to consider the context of their production and how this may impact the meaning and ideas for audiences. 	

Relationships and Sexuality Education	<p>There are many opportunities to include Relationships and Sexuality Education (RSE) in GCSE Digital Media and Film. These opportunities are important to learners because media products often offer us a window on the world. Exploring representations of identity, culture, religion, sexuality and gender helps learners navigate the rapidly changing world around them.</p> <p>Below are some examples of how RSE can be embedded into teaching and learning:</p>		
	<p><i>Specification Reference</i></p> <p>3.1.2</p>	<p><i>Amplification</i></p> <p>Learners should be able to demonstrate their knowledge and understanding of digital media and film products through their own production by: constructing representations of identity and place within the production.</p>	<p><i>Example</i></p> <ul style="list-style-type: none"> Unit 3 allows learners the ability to represent diverse and inclusive issues and themes within their own original production.
	<p>3.1.3</p>	<p>Learners should be able to reflect on, analyse and evaluate their own work throughout the production process.</p>	<ul style="list-style-type: none"> Within the reflective log, learners can document their creative process exploring decisions around representation of identity and gender.

Human Rights Education and Diversity	<p>There are many opportunities to include Human Rights Education and Diversity in GCSE Digital Media and Film. These opportunities are important to learners because digital media and film products can often address important human rights issues. Studying a range of stories and representation allows learners to encounter diverse ideologies and attitudes which, in turn, can help to shape their own values and identity.</p> <p>Below are some examples of how Human Rights Education and Diversity can be embedded into teaching and learning:</p>		
	<p><i>Specification Reference</i></p> <p>3.1.2</p>	<p><i>Amplification</i></p> <p>Learners should be able to demonstrate their knowledge and understanding of digital media and film products through their own production by: constructing representations of identity and place within the production.</p>	<p><i>Example</i></p> <ul style="list-style-type: none"> Unit 3 builds on the knowledge built in Unit 1 and will directly reflect this knowledge and understanding through their own productions. Learners will need to consider the representations, values and ideologies they create in their products.

Careers and Work-Related Experiences	<p>There are many opportunities to include Career and Work-Related Experiences (CWRE) in GCSE Digital Media and Film. These opportunities are important to learners because careers and opportunities in media sectors are constantly evolving as new and emerging technologies develop. It is important for learners to appreciate the relevance of the creative, technical and critical thinking skills developed in this subject and how these skills may support them in their career choices.</p> <p>Below are some examples of how CWRE can be embedded into teaching and learning:</p>		
	<i>Specification Reference</i>	<i>Amplification</i>	<i>Example</i>
	3.1.1	Creating and developing ideas to communicate meaning.	<ul style="list-style-type: none"> Learners will gain knowledge and understanding of marketing and promotional materials used within the media industry. Learners are expected to conduct research into existing products which will help them understand the industry processes involved.
3.1.2	Learners should be able to demonstrate their knowledge and understanding of digital media and film products through their own production.	<ul style="list-style-type: none"> Learners will build on skills from Unit 1 and Unit 2 and practice their creative skills when making their final production. They will apply knowledge and understanding of job roles in a practical way during the Unit 3 production, bearing in mind the legal and ethical framework they have learnt about. 	

Cross-curricular Skills – Literacy			
<p>There are many opportunities to include Literacy in GCSE Digital Media and Film. These opportunities are important to Learners because language is a powerful tool in the media. Media literacy skills are imperative in supporting learners to decode media texts and understand how meaning is communicated. Effective communication skills can elevate creativity and expression.</p> <p>Below are some examples of how Literacy can be embedded into teaching and learning:</p>			
Listening	<p>Specification Reference</p> <p>3.1.1</p>	<p>Amplification</p> <p>Plan ideas in a range of pre-production documents; (for example: storyboards, scripts, hand drawn or digital mock-ups) which will inform the final production pieces.</p>	<p>Example</p> <ul style="list-style-type: none"> During the planning process, learners can explore existing productions to investigate how they use codes and conventions of genre and form. This will involve exploring conventions of sound in audio-visual productions.
	<p>3.1.2</p>	<p>Demonstrate their technical and creative skills in post-production by:</p> <ul style="list-style-type: none"> editing the digital media or film production using editing software. 	<ul style="list-style-type: none"> Learners will need to listen back to audio recordings and edit them during the post-production process.
Reading	<p>3.1.2</p>	<p>Learners should be able to develop their ideas into a final audio-visual product and digital/online product.</p>	<ul style="list-style-type: none"> Depending on the chosen brief, learners will need to read through scripts, screenplay documents and captions to ensure their work reflects their intended meaning.
	<p>3.1.3</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> reflect on, analyse and evaluate their own work throughout the production process. 	<ul style="list-style-type: none"> Producing professional documents is part of the production process. Learners will need to engage with proofreading and synthesising information to ensure their reflective log is detailed, clear and precise.

	Specification Reference	Amplification	Example
Speaking	3.1.2	Learners should be able to develop their ideas into a final audio-visual product and digital/online product.	<ul style="list-style-type: none"> The production of both products will require a high level of organisation and learners will need to direct participants starring in their productions to ensure they get the outcome they want. Some learners may produce audio for their own productions experimenting with sound effects, music and voiceovers.
	3.1.3	Learners should be able to: <ul style="list-style-type: none"> reflect on, analyse and evaluate their own work throughout the production process. 	<ul style="list-style-type: none"> Learners have the opportunity to submit their reflective log in an audio format.
Writing	Specification Reference	Amplification	Example
	3.1.1	Plan ideas in a range of pre-production documents; (for example: storyboards, scripts, hand drawn or digital mock-ups) which will inform the final production pieces.	<ul style="list-style-type: none"> Planning for their production might involve learners writing scripts, writing commentaries on storyboards, making lists to help prioritise and organise tasks for production.
	3.1.3	Learners should be able to: reflect on, analyse and evaluate their own work throughout the production process.	<ul style="list-style-type: none"> Learners have the opportunity to submit their reflective log in a written format.

Cross-curricular Skills – Numeracy

There are many opportunities to include Numeracy in GCSE Digital Media and Film. These opportunities are important to learners because these skills can support with important media industry tasks such as budgeting, planning, analysing and interpreting data. Effective numeracy skills are required for the technical and practical elements of media production such as lighting and audio ratios and proportions.

Below are some examples of how Numeracy can be embedded into teaching and learning:

<p>Learning about geometry helps us understand shape, space and position and learning about measurement helps us quantify in the real world</p>	<p>Specification Reference</p> <p>3.1.2</p>	<p>Amplification</p> <p>Demonstrate their technical and creative skills in post-production by:</p> <ul style="list-style-type: none"> • editing the digital media or film production using editing software. 	<p>Example</p> <ul style="list-style-type: none"> • In Unit 3 learners will need to consider the layout and design of their own production and the dimensions, shape and size of each product to ensure it meets typical genre conventions.
<p>Learning that statistics represent data and that probability models chance help us make informed inferences and decisions</p>	<p>3.1.1</p>	<p>Plan ideas in a range of pre-production documents; (for example: storyboards, scripts, hand drawn or digital mock-ups) which will inform the final production pieces.</p>	<ul style="list-style-type: none"> • Learners can use the knowledge and understanding of marketing and distribution strategies from Unit 2 to inform their production choices. Learners may predict which elements of the marketing campaign might lead to more success for their chosen product.

Cross-curricular Skills – Digital Competence			
<p>There are many opportunities to include Digital Competence in GCSE Digital Media and Film. These opportunities are important to learners because they give learners the confidence to navigate the digital content and the online world. Through the study of digital communication and production, learners can develop transferrable skills to ensure that they become creative and critical consumers and producers.</p> <p>Below are some examples of how Digital Competence can be embedded into teaching and learning:</p>			
Interacting and Collaborating	Specification Reference 3.1.1	Amplification Plan ideas in a range of pre-production documents; (for example: storyboards, scripts, hand drawn or digital.	Example <ul style="list-style-type: none"> Learners will use digital communication tools in Unit 3 when creating ideas for their final production. They may digitally collaborate during this stage too.
	3.1.2	Learners should be able to develop their ideas into a final audio-visual product and digital/online product.	<ul style="list-style-type: none"> Learners may have participants starring in their productions. Learners will be required to organise and interact with these individuals to help produce their intended outcomes. This could involve directing participants.
Producing	3.1.1	Plan ideas in a range of pre-production documents; (for example: storyboards, scripts, hand drawn or digital.	<ul style="list-style-type: none"> Learners will produce pre-production documentation in various formats. Learners can use digital tools to plan and organise their production.
	3.1.2	Learners should be able to develop their ideas into a final audio-visual product and digital/online product.	<ul style="list-style-type: none"> The focus of Unit 3 is production. Learners should create two products that fully meet the requirements of the brief. Learners may produce multimedia outcomes e.g. sound, photographs, video, webpages.

Integral Skills			
Creativity and Innovation	<p>There are many opportunities to include Creativity and Innovation in GCSE Digital Media and Film. These opportunities are important to learners because they are given the opportunity to express themselves and to experiment with different creative tools and media forms. The creative process is integral to digital media and film and through engaging with this, learners can develop innovative and original ideas that ignite imagination.</p> <p>Below are some examples of how Creativity and Innovation can be embedded into teaching and learning:</p>		
	Specification Reference	Amplification	Example
	3.1.1	Plan ideas in a range of pre-production documents; (for example: storyboards, scripts, hand drawn or digital).	<ul style="list-style-type: none"> As learners are required to produce a new concept for a film, streaming series or video game, they will have to be creative and innovative. Learners should be encouraged to think outside the box and experiment with idea generation.
3.1.2	Learners should be able to develop their ideas into a final audio-visual product and digital/online product.	<ul style="list-style-type: none"> Learners will need to think creatively about how they will apply genre codes and conventions to their products. Learners need to consider what is unique about their product and how they will market this to audiences. 	

Critical Thinking and Problem Solving	<p>There are many opportunities to include Critical Thinking and Problem Solving in GCSE Digital Media and Film. These opportunities are important to learners because the skills required to question, evaluate and refine content are vital to the creative process. Learners should be encouraged to reflect on their own work and the work of others to gain confidence in identifying strengths and areas for improvement.</p> <p>Below are some examples of how Critical Thinking and Problem Solving can be embedded into teaching and learning:</p>	
	<i>Specification Reference</i>	<i>Amplification</i>
	3.1.2	Learners should be able to demonstrate their knowledge and understanding of digital media and film products through their own production.
3.1.3	Learners should be able to: reflect on, analyse and evaluate their own work throughout the production process.	
		<i>Example</i>
		<ul style="list-style-type: none"> • Unit 3 builds on the knowledge built in Unit 1 and will directly reflect this knowledge and understanding through their own productions. Learners will need to problem solve and think logically when it comes to planning their own productions in Unit 3.
		<ul style="list-style-type: none"> • In Unit 3, learners will evaluate the feedback they have been given and need to make final decisions relating to their Unit 3 production.

Planning and Organisation	<p>There are many opportunities to include Planning and Organisation in GCSE Digital Media and Film. These opportunities are important to learners because they are given the opportunity to develop skills such as time management, project management and creative decision-making. These essential and transferrable skills are not only valued in creative and media industries but by a range of employers.</p> <p>Below are some examples of how Planning and Organisation can be embedded into teaching and learning:</p>		
	<i>Specification Reference</i>	<i>Amplification</i>	<i>Example</i>
	3.1.1	Plan ideas in a range of pre-production documents; (for example: storyboards, scripts, hand drawn or digital.	<ul style="list-style-type: none"> In Unit 3, learners will need to make a production plan for their products. They will be encouraged to work in stages to organise the production process.
3.1.2	Learners should be able to develop their ideas into a final audio-visual product and digital/online product.	<ul style="list-style-type: none"> Learners will need to organise their images and videos and manage files and folders to be successful in the creation of their final production. Learners will use a variety of programs to plan and present their ideas for production. Learners will be able to refine their work based on personal reflection and peer feedback. 	

Personal Effectiveness	<p>There are many opportunities to include Personal Effectiveness in GCSE Digital Media and Film. These opportunities are important to learners because developing skills such as organisation, communication and self-management will help learners improve their confidence and self-esteem to be prepared for life and work</p> <p>Below are some examples of how Personal Effectiveness can be embedded into teaching and learning:</p>		
	<p><i>Specification Reference</i></p> <p>3.1.1</p>	<p><i>Amplification</i></p> <p>Plan ideas in a range of pre-production documents; (for example: storyboards, scripts, hand drawn or digital.</p>	<p><i>Example</i></p> <ul style="list-style-type: none"> • Planning and organisation are vital skills for producing digital media and film products. Learners will need to manage their own schedules and deadlines, communicate and organise participants and resources required for their productions.
	<p>3.1.3</p>	<p>Learners should be able to: reflect on, analyse and evaluate their own work throughout the production process.</p>	<ul style="list-style-type: none"> • In Unit 3, learners will need to be self-aware and reflective throughout the process. This independent thinking and resilience will be demonstrated in the reflective log.

Glossary for Unit 3

Term	Definition
Codes	The systems of signs used within media to create meaning -e.g. technical codes.
Conventions	Devices used by the media that meet the expectations of the audience. Conventions can include devices like camera shots, props, characters etc.
Cutscenes	A sequence in a video game that is not interactive and usually moves the plot forward.
Electronic Press Kit (EPK)	A digital collection of material promoting a media product and/or artist. EPKs can include a professional bio, photographs, behind-the-scenes footage, interviews, social media links and other content to help promote the product and/or artist.
Genre	The type or category of a media product
Narrative design	Narrative design in video gaming refers to the craft of creating the story, characters, and world within a game.
Representation	The way that ideas, people, places and events are constructed in the media.
Screenplay	A script written by a screen writer for a film or television show that tells the story and contains no camera direction.

Appendix A: Unit 3 NEA Teacher Checklist

Creating Digital Media and Film Content

This checklist is designed to be used internally by centres before NEA is submitted for external moderation

Administration and delivery of assessment:

- All candidates have been provided with a copy of the complete candidate assessment pack.
- Internal deadlines have been set to ensure work is completed and assessed well before the moderation deadline.
- NEA work is securely stored in the centre.
- Limited/general advice has been provided to learners on only one draft of their work.
- Candidates have been given guidance and support to ensure that they understand the requirements of the reflective log.
- At least one draft of the reflective log has been seen but no written feedback has been given.
- Candidates' work has been authenticated at least three times at different stages of the process.
- Candidates have not been permitted to collaborate during the assessment.
- Candidates have used digital tools and online resources in line with WJEC guidelines.

Assessment and marking:

- Candidates' work meets the requirements of the NEA brief and tasks.
- Word counts and time limits have been adhered to (information on what to do if work exceeds these is included in the mark schemes).
- Marks have been allocated using the task-specific marking scheme provided in the assessment pack.
- Marks and justifications have been recorded by assessors on the Unit 3 Candidate Mark Record Form.
- Any concerns around authenticity and plagiarism have been addressed and documented by the centre.

Submission:

- Any marks amended during the Centre's internal moderation process have been submitted to WJEC.
- Assessors have completed all sections of the Unit 3 Candidate Mark Record Form.
- Relevant candidates have signed part A, B and C of the Candidate Declaration Form.
- All work is clearly labelled with the centre number, candidate number and name.
- All required components are included in the sample upload:
 - Production brief including one audio-visual element, and one digital/online element
 - Reflective log
 - Candidate Declaration Form
 - Unit 3 Candidate Mark Record Form.